DEPARTMENT OF CORRECTION

TRANSITION/REENTRY WORK PLAN

June 2003

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Executive Summary

The Department of Correction (DOC) conducted a work plan development retreat on December 12 –13, 2002 to discuss both internal and external issues related to offender transition and reentry. As a result of two projects designed to enhance public safety (the Job Preparation for Offenders and the Going Home Initiative), the Department will create a systemic pre-release, community transition and reentry infrastructure. The vision for this process is built around the belief that transition success equals public safety.

The ultimate purpose of the DOC Transition/Reentry Work Plan is to ensure that offenders are well prepared for a successful reintegration into the community. A vision of this magnitude necessitates coordinated and united efforts on the part of correctional agencies to establish a "seamless" network of interaction and communication; the Transition/Reentry Work Plan (T/R Plan) is a structural guide toward realizing this goal.

Collaborating as a department-wide team, DOC partners can contribute to this common vision by fulfilling the goals, priorities and action steps that each agency has identified. Persistence in the implementation of these respective plans of action will yield the following outcomes:

- Transition planning process that begins with Division of Prisons (DOP) Diagnostics, continues through case management during incarceration and culminates with well-coordinated reentry to the community;
- Electronic information-sharing capability that enables the Division of Community Corrections (DCC) and DOP staff to coordinate case management and release plans;
- Substance abuse screening assessment and treatment that includes referral to community services to prevent relapse;
- Transition-planning instruction that is available to inmates through DOP Education Services, DOP program services and the community college system;
- Vocational training programs matched with relevant work assignments in Correction Enterprises' plants, Inmate Construction Program, Prison Industry Enhancement program, and other jobs that provide value-added benefit to the work experience;
- Expanded apprenticeship opportunities for assignments and work release;
- Documentation of offender work performance for making referrals to employers;
- Participation in transitional services by inmates eligible for mental health assistance;
- Identification of inmates (via electronic means) having specific employable skills and the sharing of such information with prospective employers;
- Matching eligible offenders with well-trained, volunteer mentors;
- Comprehensive marketing program that informs businesses of ex-offenders who are good prospects for employment and how to access this valuable labor pool; and
- Improved communications and joint planning throughout DOC for offender workforce development.

The task, individually and collectively, is to develop and reinforce the knowledge, skills, values, attitudes, and other competencies that offenders will require in order to succeed in the community. As indicated above, this can be accomplished in a variety of ways, including the creation of a correctional environment that holds offenders accountable for meeting real-world standards of work, in the classroom and in the community. Together, as a united and integrated set of agencies with a common vision, we can make it happen.

Summary of Work Plan Development Process

To develop the Transition/Reentry Work Plan, representatives from each participating agency followed a three-phased process. Prior to the retreat, agency representatives completed a "force field analysis" that enabled them to clarify the problem and identify solutions responsive to specific obstacles preventing goal achievement. At the retreat, agency representatives then reviewed and modified the results of the force field analysis, developing priorities and action steps that completed the work plan. Agencies had an opportunity to review what other agencies intended to do and provide feedback or offer support during this process. The resulting comments are presented as agency feedback in the work plan. In some instances, means by which agencies could collaborate to achieve a goal or action step were cited. In other cases, the agency feedback identified specific types of assistance or help needed from one section by another. In any case, in building an inter-reliant community, we must help each other reach stated goals and hold each other accountable for doing so. Finally, agency representatives were asked to review work plan elements and finalize them for this document.

In general, the Transition/Reentry Work Plan Retreat involved only departmental staff. However, a few external stakeholders did participate in the retreat and were included in the discussions. The retreat involved a total of 62 participants. Agencies that were represented were the Division of Correction Enterprises (CE), the Division of Alcoholism and Chemical Dependency Programs (DACDP), the Division of Community Corrections (DCC), the Parole and Post-Release Supervision Commission, CJPP field staff, the Division of Prisons (DOP), DOP-Education Services (DOP-ES), DOP-Mental Health Services (DOP-MHS), the Department of Health and Human Services' Division of MH/DD/SAS, DOC Engineering, DOC Management Information Systems (MIS), DOC Public Information Office (PIO), and the Transition Aftercare Network (TAN).

Work Plan Retreat Overview

The goal of the Department of Correction is to create a "transition community." The word community is an old Indo-European word. Its original root word meant "change" or "exchange." Another root was later added that means "shared by all." So, we are building an *offender transition community* that means a change or exchange shared by all of us and the extended community that we build.

According to the authors of *The Fifth Discipline* (Senge, Ross, Smith, Roberts, and Kliner), a sense of community must be created in order to develop a learning organization. A community is a powerful mechanism for facilitating cooperation and interdependence. The Department of Correction is working to create reliable interdependence between agencies so that effective offender transition can become a reality.

The authors of *The Fifth Discipline* suggest that in order to sustain an organization as a community, there are 6 core processes that must be accomplished. They include:

- Core Process #1: Capability – Skills, knowledge, and personal qualities. We have to hone our skills, expand our knowledge and sharpen our intellectual capabilities to become experts on transition planning and services for offenders.
- Core Process #2: Commitment – Engagement in a larger, meaningful purpose. We have to use common language, common symbols and metaphors that evoke positive emotion and bring people together for a higher purpose.
- Core Process #3: Contribution – Diverse talents for the common good. We have to use the talents of employees to try new things, to be creative, in order to reach the common goal of successful offender transition to the community.
- Core Process #4: Continuity – Bridges for long-term accountability. We need to plan for these efforts to be long term. We need to be aware of staff turnover and retirement, and make sure that more than one person knows what needs to be done in the transition/reentry process.
- Core Process #5 – Collaboration – We need to create reliable interdependence, a web of multiple constituencies. We need to build a critical mass so that everyone stays engaged on our common path.
- Core Process #6 – Conscience – Our behavior should reflect our guiding principles, ethics, and values – including service, mutual trust, and mutual respect.

Our transition community starts within DOC and includes all of the divisions and sections that deal with offenders. It will be expanding to include other state agencies (Commerce, Labor, DHHS, Community Colleges), but will primarily manifest itself at the local level among and between staff working in all of these agencies. Additionally, volunteers from faith-based initiatives, community-based organizations, and private non-profit agencies, many of whom have not previously been involved with correctional activities, will also be included.

DIVISION OF COMMUNITY CORRECTIONS (DCC)

Goal: Enhance transition and supervision services for offenders.

Priority I: Improve communication and collaboration with other agencies.

Action Steps:
1. Identify appropriate individuals to come to a meeting to identify what information we should share and talk about how to share it, and who will share it and how it will be shared (who communicates what to whom).
2. Train and inform others in agency on how to use the PC02 screen to obtain information (e.g., release date) and to share information with other agencies.
3. Ensure that DOP prepares for Transition team meetings on site.
4. Develop SOPs between agencies, work out collegial procedures for on-site team meetings with DCC/DOP and communicate it to the Divisions.
5. Facilitate DOP/DCC on-site team meetings using local probation officers.

Agency Feedback:
- DOP: Establish procedures to improve communication at local and regional levels, hold joint meeting of state, regional, and local staff, discuss how to achieve goals (e.g., what is PC02 and what types of information should be on PC02), and develop positions of Lead Transitional Persons for each region to communicate (transitional coordinators for DOP, DCC, DACDP).
- DACDP: Establish relationship at district and unit levels, be an included stakeholder, identify resources at district level, and collaborate on standard operating procedures (SOPs).
- DOP-MHS (DMH): Improve communication and information sharing between MHS and DCC to ensure an adequate amount of time prior to release from DOP and include MH/DD/SA Local Management Entities (LMEs) and DOP in partnership development through SOP.
- CE: Print standard operating procedures (SOPs).
- MIS: Participate in discussions to help provide automated solutions.

Priority II: Improve processes associated with sharing offender information.

Action Steps:
1. Agree on appropriate members of the Cluster Transition Teams (e.g., local probation, TASC, etc.) as part of the Going Home Initiative project.
2. Create booklet to describe DOP transition services for DCC and local partners.
3. Discuss how to develop mindset that it is in everyone's best interest to supervise effectively.
4. Encourage DOP to review IP55 to see release/pick-up times and, in lieu of calling, make sure that DCC is entering relevant data.
5. Develop field on forms and in OPUS to identify offender as part of Re-Entry project.

6. Clarify how information is to be released to other agencies.
7. Cross-train with staff in other agencies working with offenders.
8. Inform appropriate personnel of AA01 (Common Record OPUS screen) and how to use it, and expand it to make it available to outside agencies.
9. Educate each other regarding common language, terminology and acronyms.

Agency Feedback:
- DOP: Identify information needs, involve MIS as mechanism to share information, and use OSDT to develop training programs.
- DACDP: Request inclusion in DCC transition planning, provide training on release information on clients, understand terminology, and provide a list of terms to the treatment community.
- DOP-MHS (DMH): Provide information on DMH-DD-SAS reform and reorganization (need a master glossary of terms and acronyms to be distributed across systems).
- CE: Print booklets.
- DOP-Education Services: Provide transition training for every inmate that goes through DOP staffed schools.
- PIO: Design and produce Transition Services booklet.
- TAN: Train mentors.

Priority III: Alleviate workload stresses, and enhance post-release/parole case effectiveness.

Action Steps:
1. Add information to DCC manual, section to include philosophy and procedures for handling parole, post-release supervision and transition services.
2. Determine who will be accountable for implementation of DCC transition services at the state and local level.
3. Solicit PPO volunteers for a work assignment for the Going Home Initiative project cluster counties.
4. Share information from out-front counties with the Going Home Initiative such as Durham, Forsyth with the Division and other Cluster counties – how approaching services.
5. Prepare and train DCC to supervise hardcore, violent B1-E offenders.

Agency Feedback:
- DOP: Utilize OSDT training section to help and serve in a consultant's role.
- DACDP: Include in multidisciplinary team for mutual clients (unit level).
- MIS: Establish an easy-to-view web daily bulletin.

DIVISION OF ALCOHOLISM AND CHEMICAL DEPENDENCY PROGRAMS (DACDP)

Goal: Provide substance abuse treatment and case planning.

Priority I: Increase inter-divisional communication and collaboration.

Action Steps:
1. Create and provide a standardized orientation to DACDP services that would be delivered to all new DOC employees.
2. Provide unit level standard interdivisional orientation for all DOC staff.
3. Work with other unit staff to establish program placement priority needs.
4. Seek and develop cooperative working relationships with DOP case managers and other facility staff.
5. Revisit the Common Offender Record screen in OPUS.

Agency Feedback:
- DOP: Support this effort.
- TAN: Provide DACDP with a list of transition (short and long-term) housing agencies that have experience working with "alcohol or drug" (AOD) clients; and can vouch for many of these facilities.
- PIO: Help in the development and design of all orientation materials.
- CE: Print all these orientation materials.
- DCC: Include this in orientation of all new hires; offer full support and suggest talking to the division's training coordinator about participating in these orientations; will share information from the CJPP-IMS, and include DACDP in Common Record training.
- DOP-Education Services: Collaborate on changes needed to facilitate access to treatment, e.g., half-day school, half-day treatment (Morrison CC).
- DOP-Mental Health Services: Collaborate on the development of joint treatment services for dually diagnosed clients and establish release-planning protocols that mirror DMH-DD-SAS (this is priority 2, step 1 of the reorganization plan).
- MIS: Help consolidate client and case management information across the system.
- TAN: Seek greater access to the client's information as a means of enabling them to provide better services (e.g., ensure appropriate AOD treatment), match the client with an appropriate mentor, and help to provide the client with transportation to meetings and to treatment, once released.

Priority II: Involve all necessary staff in standardizing case planning process.

Action Steps:
1. Identify unit resource staff to be involved in the multi-disciplinary planning process.
2. Work collaboratively with DOP to establish multi-disciplinary case management process for mutual clients.
3. Obtain training in the Offender Management Model case planning process.
4. Define roles and responsibilities in the case management process.
5. Standardize procedures for transmitting information to community-based agencies.

Agency Feedback:
- DOP: Support this effort.
- DCC: Provide training and share what they use in DCC/CJPP as examples, share the information they have on these agencies, clarify confidentiality and release information, and help develop related standardized training.
- MIS: Participate in preliminary discussions, improve sharing of information and provide web-based applications for other agencies.

Priority III: Efficiently identify potential clients for services.

Action Steps:
1. Implement the SASSI at all Diagnostic Centers. Collaborate with diagnostic center staff to ensure appropriate utilization of the SASSI findings.
2. Provide results of screening and recommendation to Diagnostic Center Case Analysts to facilitate appropriate assignment.
3. Complete the implementation of the Common Assessment. Work with TASC to facilitate its use in appropriate inmate placement.
4. Implement the use of the Common Record screen (AA01).

Agency Feedback:
- DOP: Assist in making accurate identification; commit to train DOP staff on identification and referral criteria for inmates in need of substance abuse treatment.
- DCC: Share all the obtained information.
- MIS: Provide automation with security for the Common Record and learn more about its content.

DIVISION OF PRISONS (DOP)

Goal: Alter culture and perception of the division's mission.

Priority I: Focus priorities on preparing offenders for reentry to community.

Action Steps:
1. Train and educate staff, general public and other stakeholders.
2. Prepare and distribute a mission statement that includes transitional planning.
3. Revisit and update transition policy clarifying that all staff have roles in the process.
4. Alter facility goals and missions to include transition preparation and release planning (e.g., pilot program where facility is completely focused on transition).
5. Define public safety in broader terms.

Agency Feedback:
- DOP-Education Services: Incorporate a more comprehensive transition program in the schools to better prepare youth for release and include a definitive standard for transition in the Annual Review of Educational Services.
- DACDP: Train and educate staff in reference to transitional planning.
- Engineering: Assist DOP in providing work opportunities for vocational program graduates by continuing vocational training through construction apprenticeship.
- DCC: Identify stakeholder participants for transition planning during period of incarceration.
- MIS: Provide automation of a checklist of what has been done and what needs to be done before release; participate in discussions with agency staff to facilitate sharing of information and automation of process.
- TAN: Involve staff in training as a recruitment opportunity for volunteers.

Priority II: Emphasize training for coordinated effort toward rehabilitation.

Action Steps:
1. Develop a closer working relationship with DCC prior to release.
2. Enhance OPUS to allow greater access across divisions.
3. Conduct joint Basic Training sessions for correctional officers and probation/parole officers to include case management, transition, and release planning.
4. Initiate regional transition work groups across divisions and utilize resource councils.
5. Develop videos to help discuss transition issues with families, staff and inmates.

Agency Feedback:
- CE: Print materials for training courses and help inmates to maintain and enhance skills by using them in applicable industry (e.g., traditional or PIE).
- DACDP: Provide input and information regarding confidentiality and provide information on transitional issues, case management and release planning.
- DOP-MHS (DMH): Include mental health in joint basic training.

- DCC: Involve agency staff in development of training package to be shared in basic and in-service regarding transition and release planning.
- MIS: Provide automation of a checklist of what has been done and what needs to be done before release and participate in discussions with agency staff to facilitate sharing of information and automation of process.
- TAN: Include overview in case management training and participate in development of videos as a training tool for mentors.
- PIO: Assist with writing and producing video.

Priority III: Enhance decision-making focus to address transition planning.

Action Steps:
1. Obtain a clear mandate from the governor on down the line that states transition and release planning are important.
2. Balance priorities to include transition and release planning—especially between custody and security and transition and release planning.

Agency Feedback:
- DOP-MHS (DMH): Include mental health in joint basic training.
- PIO: Emphasize transition in speeches/remarks written for the secretary and senior staff.

DOP–EDUCATION SERVICES (DOP–ES)

Goal: Develop transition class as part of DOP school curriculum.

Priority I: Fill and/or expand critical positions.

Action Steps:
1. Fill education specialist position.
2. Renew efforts to get administrative support position unfrozen.
3. Include a transition coordinator in the 2003-2004 Title VI Budget.
4. Pursue the possibility of a Title I transition coordinator position to satisfy the 15% mandatory expenditure of funds on Title I transition.

Agency Feedback:
- MIS: Work with section to automate information to help with the workload.
- DCC: Obtain information about TABE test results or GED progress.
- CE: Print materials.
- TAN: Assign transition coordinator to advisory capacity.
- DOP-MHS (DMH): Encourage mental health patients to participate in educational services as part of their plan.

Priority II: Train school personnel to deliver transition class.

Action Steps:
1. Fill vacant facility education positions (in process).
2. Continue effort to get teacher positions put back on the critical list.
3. Develop transition curriculum in central office for regular education.
4. Train facility staff.

Agency Feedback:
- TAN: Assign transition coordinator to an advisory capacity and produce statistics for tracking progress of releasees.

Priority III: Collaborate with all pertinent staff on scheduling issues.

Action Steps:
1. Identify information needed for consideration of scheduling issues and develop a form for education directors to compile this information (e.g., school schedules, meal schedules, shift change issues, etc.).
2. Convene education directors to analyze current schedule and develop options.
3. Consult with education administration/staff to identify preferences and obstacles.
4. Develop plan to be reviewed by superintendent and director of educational services.

Agency Feedback:
- DACDP: Invite DOP-Educational Services to multi-disciplinary team meeting.

DOP–MENTAL HEALTH SERVICES (DOP-MHS)

Goal: Include mental health patients in transition/reentry efforts.

Priority I: Clarify Mental Health Services' role in correctional process, especially as it relates to transition and reentry.

Action Steps:
1. Revise and implement DOP policy on Aftercare Planning for Health Services' inmates, emphasizing coordination of program staff and services for educational and/or vocational preparation.
2. Review and revise, if appropriate, MH staff job descriptions to ensure clarity of role in transition services with inmates.
3. Develop and present an educational program on Mental Illness, developmental disability, and dual diagnosis (Dx) and the roles of the DOP-MHS professionals in transitional services; present program to individual staff members, inmates participating in the program, MHS staff as a whole, Health Services staff, other DOP staff, DCC staff, DACDP staff, community/state/local agencies, and the legislature.

Agency Feedback:
- DACDP: Provide aftercare information for mutual clients; sharing of information.
- CE: Print materials.
- TAN: Present the TAN program overview to mental health staff and inmates.
- DCC: Participate in the training provided by DOP-MHS.
- DOP-Education Services: Address needs of exceptional students and assist with coordination when cases overlap.
- DOP: Offer moral support and leadership regarding transition and reentry efforts.

Priority II: Identify needs of mental health clients.

Action Steps:
1. Match DOP-MHS population with target population in DHHS-DMH/DD/SAS for continuous service provision.
2. Develop more thorough assessments, accounting for medications, side effects, motivational issues, support needs, and cultural diversity.
3. Develop system in which inmates with increased needs receive concentrated services for a longer time period prior to release. Inmates with lesser levels of need would receive services in decreased concentration (intensity) and duration.

Agency Feedback:
- MIS: Determine how processes can be automated; participate in discussions.
- TAN: Obtain training to help understand needs of mental health inmates.
- DOP: a) Use DOP staff (e.g., social workers, case managers) to assist with development of tool; b) support efforts to expand on release screens in OPUS (i.e., IP55); and c) expand case management screens.

Priority III: Generally enhance current service provision system.

Action Steps:
1. Identify staffing needs for number, money, and education for licensure and/or job performance, mentors for MH, DD, dual diagnosis, cultural diversity, and housing.
2. Evaluate programs within DOP-MHS and provide feedback and/or evaluation of program participants' post-release (12-24 months) period.
3. Identify and obtain financial and fiscal resources for inmates in program (Medicaid, SSA/SSI, DIB, VR, VA, etc.) post-release-educational and/or vocational opportunities within DOP.

Agency Feedback:
- TAN: Identify service providers to address needs of inmates and assist MHS with providing statistics on post-release progress of ex-offenders.
- DCC: Provide additional information (e.g., medications used by inmates prior to release) for offenders' progress reports.
- DACDP: Identify resources and dual-diagnosis clients at units.

CORRECTION ENTERPRISES (CE)

Goal: Manage healthy attrition without adversely affecting production.

Priority I: Enhance worker training without adversely affecting production.

Action Steps:
1. Investigate through the Department of Labor (DOL) the requirements concerning classroom participation.
2. Investigate resources to cover expenses associated with classroom requirements.
3. Coordinate information gathered from industry, administration and DOL.
4. Identify staff at unit level to process documentation.

Agency Feedback:
- DOP-Education Services: Assist in formalizing documentation of work experience.
- DCC: Support CE through the purchase of firearm targets.
- Engineering: Share experiences with other agencies regarding the DOL Apprenticeship Program.
- TAN: Collect background information on inmates matched with a TAN mentor.

Priority II: Establish effective identification of potential inmate workers.

Action Steps:
1. Meet with program staff to develop a plan to identify the best inmates for programs.
2. Develop criteria for selecting potential pool of inmates.
3. Explain, at unit level, the need to keep trained inmates on the job.

Agency Feedback:
- DOP-MHS (DMH): Identify and assess mental health inmates for inclusion in the Enterprise process.
- MIS: Provide a computer application tool for program staff to automate the process of finding qualified inmates.
- DACDP: Develop a plan to identify the best inmate (client) and work to provide treatment (relapse prevention) in off hours.

Priority III: Enhance availability of industry space and subsequent utilization.

Action Steps:
1. Communicate need for space and labor force to DOC Administration.
2. Create an assessment of available space or potential to modify from current use to industry space.
3. Utilize available space in most effective manner.
4. Communicate plans for expansion of industry to all parties within DOC.

Agency Feedback:
- DOP: Work with Enterprises to expand work opportunities in close security prisons so that inmate needs are met; get commitment from staff to provide best labor pool; and identify additional space or prepare space already identified.
- Engineering: Provide architectural, engineering, and construction services to adapt space for industry use.
- PIO: Notify potential businesses of the industry space available. (What type of publicity, if any, would assist CE in search for new PIE partners?)
- TAN: Assist with identifying possible uses such as transitional housing for releasees, job training for inmates, etc., of newly available space.

ENGINEERING

Goal: Formalize inmate construction/apprenticeship program.

Priority I: Develop administrative latitude for more effective action.

Action Steps:
1. Seek Secretary's Office support of a legislative bill to obtain a "delegation of authority" over the procurement process.
2. Lobby legislature for necessary authorization.
3. Obtain enabling legislation.
4. Increase productivity and opportunities of Inmate Construction program.

Agency Feedback:
- MIS: Review tool of requisitions that missed required dates to help with productivity and efficiency efforts.

Priority II: Enhance opportunities to expand availability of work projects.

Action Steps:
1. Promote Department's 10-year Capital Plan.
2. Conduct long-range planning of Inmate Construction Program (ICP) workload.
3. Consider all project opportunities and be more flexible in accepting assignments.

Agency Feedback:
- TAN: a) Obtain a list of employers from Engineering that would hire TAN participants; b) recruit participants for the apprenticeship program and track (post-release) by providing progress reports from employers; and c) train TAN participants to supervise the inmate construction and apprenticeship programs.
- DACDP: a) Provide drug and alcohol treatment in the evenings; and b) provide data regarding offenders who return to prison due to substance abuse.

- DOP: a) Provide moral support and leadership; b) identify work opportunities; c) lobby legislature for additional work; and d) work with MIS to develop database.
- CE: Refer construction projects to Engineering in accordance with policy.

Priority III: Improve identification and tracking of apprenticeship clientele.

Action Steps:
1. Enter skill level and work experience documentation in OPUS.
2. Support DOP and MIS efforts to capture data.
3. Share data with trade group organizations (e.g., Association of General Contractors).

Agency Feedback:
- DOP-Education Services: a) Continue offering vocational courses that prepare inmates for apprenticeship programs; and b) enter record of completion of education programs into OPUS to help with search for qualified inmates.
- MIS: Provide automation of tracking inmates through the workforce.
- DOP-MHS (DMH): Identify mental health inmates who can benefit from participation in the construction/apprenticeship program.

MANAGEMENT INFORMATION SYSTEMS (MIS)

Goal: Use technology to connect offenders with potential employers and provide information on related skills and experience.

Priority I: Automate identification of potential clientele and skill sets.

Action Steps:
1. Evaluate steps used by program staff to determine labor force, skills and availability.
2. Determine enhancements and automation improvements to reduce manual efforts.
3. Enhance existing systems for the adding of information or improvements.
4. Create web information for reporting available labor, skills sets, individual work experience, and other information determined through interviews with other groups.

Agency Feedback:
- DOP-MHS (DMH): Ensure universal access to GroupWise and OPUS for all MH staff; ensure adequacy of OPUS manual (e.g., develop master document that explains OPUS), and establish an OPUS Task Force for Mental Health Services with the goal of mass revision to clarify data needed for transition planning.
- DOP-Education Services: Ensure that completed educational programs are accurately entered into OPUS.
- TAN: Provide a list of employers who hire ex-inmates or work release inmates and generate a list of employers willing to hire ex-offenders/releasees.
- DCC: Encourage staff to keep updated and correct information in OPUS.

- DACDP: Discuss OPUS needs regarding transition with Central Office staff.
- DOP: Expand OPUS screen to encompass needed information; complete connectivity wiring for all facilities; develop database of potential employers; and develop mechanism to allow private sector agencies to register on-line (within database) if they are willing to hire inmates and/or ex-offenders.

Priority II: Disseminate pertinent information to potential employers.

Action Steps:
1. Determine what information is currently available in OPUS for possible composites.
2. Determine information that should be noted (e.g., specific performance evaluations).
3. Change existing system to capture new data information.
4. Develop web applications to show composite summaries to potential employers.

Agency Feedback:
- DACDP: Discuss OPUS needs/priorities regarding transition with administration.
- CE: Funnel information to MIS for what is needed on the system.
- DCC: Encourage staff to keep updated and correct information in OPUS.
- TAN: Provide follow-up information tracking on clients matched with mentors.

Priority III: Enhance work release and PIE program data to include employee information, job experience, and skills acquired.

Action Steps:
1. Determine information needed from work release experience, unit/facility jobs, employer information, references, job performance information, etc.
2. Determine what data enhancements can be made to the PIE program.
3. Demonstrate success of work release and PIE programs by providing information about the availability of offenders with specified skills sets and job skills.
4. Develop and enhance current work release program data.
5. Provide web-reporting information for DOC and possible data entry from employers to provide references, performance reviews and other information.

Agency Feedback:
- TAN: Provide follow up information through tracking reports on participants that are matched with TAN mentors.

PUBLIC INFORMATION OFFICE (PIO)

Goal: Disseminate information regarding transition and reentry activities.

Priority I: Learn about current transition services provided by various agencies.

Action Steps:
1. Encourage sections to share transition news and success stories.
2. Develop means of regularly soliciting news and success stories and progress.
3. Develop periodic transition news bulletin to share news with all stakeholders.

Agency Feedback:
- DOP-MHS (DMH): Include office in training and presentations; and provide information relative to activities on release planning for MH Annual Report.
- DOP: Identify regional transition coordinators to assist in educational process.
- DOP-Education Services: Issue bulletins to publicize transition/reentry program.
- MIS: Provide information on completed projects or periodic updates to the PIO.
- DACDP: Make staff available at the unit level to help with this learning process.

Priority II: Improve the promotion and publicity of transition programs.

Action Steps:
1. Identify all programs with a role in transition.
2. Identify those who need to know of programs, services, needs, and issues.
3. Promote news, success stories, taxpayer savings, etc. from each section.

Agency Feedback:
- DOP-MHS (DMH): Confer with DHHS, Commerce, DOP-ES, DOL, HUD, and DOJ.
- CE: Print materials.
- DOP: Identify regional transition coordinators to help promote and publicize programs; and commit to providing information about what the division is doing in terms of transition and reentry.
- DACDP: Provide contact information for reentry programs and services staff.

Priority III: Develop mode of communication that reaches all affected parties.

Action Steps:
1. Identify all transition stakeholders.
2. Determine best mode of communication (e.g., e-mail, web, phone, mail, or print).
3. Target stakeholders with communication that they will read and benefit from.

Agency Feedback:
- DOP-MHS (DMH): Coordinate modes of contact via e-mail, website and newsletters.
- CE: Provide success stories.
- DOP: Create a database that lists specific stakeholders for the division.
- DACDP: Provide information on success stories for dissemination.
- DCC: Provide newsworthy information on a regular basis.

TRANSITION AFTERCARE NETWORK (TAN)

Goal: Provide qualified offenders with a trained TAN mentoring team.

Priority I: Develop community support.

Action Steps:
1. Market and enhance community support through media.
2. Contact state offices of faith-based associations to obtain contacts for outreach/missions coordinator.
3. Distribute quarterly newsletter to businesses, civic groups, faith-based groups, and community action groups.
4. Obtain commitment from TAN volunteers to contact 10 new prospects monthly.

Agency Feedback:
- DCC: Provide information about TAN to staff and make community presentations.
- CE: Print materials.
- MIS: Establish web bulletin board for questions and concerns.
- DOP-MHS (DMH): Consult and coordinate with DHHS (DMH/DD/SA) Communities of Faith staff regarding faith-based initiatives.
- PIO: Help with news releases, stories and reporter contacts in a media and marketing effort and assist with design/production of the newsletter (if needed).

Priority II: Solicit volunteer efforts.

Action Steps:
1. Educate public via radio, television, print, and community service announcements.
2. Recruit potential volunteers by communicating with state offices and request prison Community Resource Council (CRC) lists.
3. Issue quarterly mailings to civic groups, community action groups, faith-based groups, and businesses.
4. Ask current volunteers to commit to approaching at least 10 new prospects per year.
5. Reimburse TAN mentors for mileage, long-distance calls, training materials, etc.

Agency Feedback:
- DOP: Develop understanding of needs; obtain ID cards for volunteers who regularly visit prisons; and obtain assistance from Community Resource Councils.
- DOP-MHS (DMH): Connect with DHHS office of Volunteer Services.
- DOP-Education Services: Provide description of TAN in JobStart and Youthful Offender classes, distribute referral forms, and invite TAN staff to Education Directors' meeting to make direct contact.

Priority III: Expand access to inmates.

Action Steps:
1. Provide ID card for selected TAN mentors to ensure better access to inmates.
2. Provide mentors time prior to release (e.g., six months) to build relationship with applicant; explain TAN application at beginning of transition/reentry classes.
3. Allow multiple mentors to meet with the inmate during pre-release interviews.

Agency Feedback:
- DACDP: Coordinate with DOP case managers to identify appropriate TAN clients.
- DOP-MHS (DMH): Include TAN in MHS education through DOP input.

The Serious and Violent Offender Reentry Initiative:
Going Home Grant Project

A collaborative effort of the following federal agencies: U.S. Departments of Justice, Labor, Health and Human Services, Housing and Urban Development, Education, Veterans Affairs, Agriculture, and Social Security Administration

Through the *Going Home Initiative*, the state of North Carolina will create a systemic pre-release, community transition and reentry infrastructure. Many services that are necessary for successful transition and reentry are available. However, they are not systemically coordinated as a seamless system among state and local government agencies, community-based organizations (including faith-based initiatives), community-based treatment providers, the offender, the offender's family, victim advocates, and the community at large. In fact, successful transition and reentry into any community by offenders -- especially serious and violent offenders -- requires a commitment by all of these stakeholders to a common set of goals and objectives. Thus, the successful implementation of the *Going Home Initiative* will require coordinated efforts between the Department of Correction and state agencies such as the Department of Commerce (Commission on Workforce Development), Health and Human Services (Mental Health and TASC), and the NC Community College System.

 The *Going Home Initiative* comprises two related themes. In conjunction with the creation of a seamless processing system is the goal of building and strengthening the capacity of local partners who are committed to the successful transition and reentry of offenders in each community. Such an effort is necessary to ensure the long-term success and sustainability for offenders, and the resulting network must include community-based organizations, faith-based initiatives, grassroots outreach workers, mentors, and sponsors. All of these persons will need some degree of training, resources, and support to continue working with ex-offenders in the community. Consequently, the focus of North Carolina's *Going Home Initiative* project will be to develop a sustainable infrastructure of shared decision-making, responsibility and accountability for providing offenders with an opportunity to become law-abiding and productive members of their communities and families.

The North Carolina Department of Correction (DOC) is moving towards a systemic process that integrates shared decision-making in the control and treatment of offenders. The Department has adopted the Offender Management Model (OMM) to engage agencies, organizations, and volunteers at all levels to restructure program services into a seamless continuum of interventions. The OMM, beginning at the state level and moving to the local level, delineates the roles of partner agencies and organizations, develops formal agreements of responsibility for interventions and services, creates shared decision-making, and increases accountability for successful management of offenders in prison and in the community. In short, OMM represents a framework for doing business, where offenders are assessed, case plans are developed,

services are rendered, and progress is monitored interdependently. ***The overall motto is: "Transition success equals public safety in the community."***

The target population consists of offenders released from prison under community supervision (i.e., parole or post-release) with at least a 90-day term. They must be between the ages of 18-35 at the time of release and must be returning to one of the following reentry cluster counties: Henderson, Buncombe, McDowell, Burke, Caldwell, Catawba, Durham, Wake, Duplin, Wayne, Lenoir, Greene, or Pitt. The Initiative targets serious and violent offenders; however, by virtue of the Structured Sentencing Act, North Carolina's most chronic, serious and/or violent offenders are in fact those who are sentenced to prison. The grant does not require any specific criminal offense regarding eligibility criteria.

In **Phase I,** which constitutes the *Institutional* part of the project, the transition team (including the prison case manager) will hold a minimum of three planning sessions with the offender over the final 12 months of incarceration to develop a reentry case plan. During this planning phase, additional program, service and/or treatment needs that can be addressed during the period of incarceration will become priority. In addition, the transition team will make advance preparations for the offender's return to the community. At the time of release, the Post-Release Supervision and Parole Commission will transfer responsibility for the offender's continued case management to the supervising probation officer to enforce the terms and conditions of release and supervision as stipulated.

The *Community* component begins in **Phase II** on the day of release from prison. The offender is transported to his/her pre-approved housing arrangement, and the appropriate level of mandated supervision is initiated in collaboration with local law enforcement. The transition team will expand to include other community partners, and a regular schedule of monthly meetings with the offender is established to monitor and reassess the offender's performance. The offender is referred to community partners for service and treatment, as required to fulfill the reentry case plan. The transition team and the offender will plan for long-term stability as the period of supervision ends and case plan activities near completion.

In **Phase III**, the offender concentrates on aftercare services and activities. The Transition Aftercare Network (TAN) and other faith-based initiatives will provide mentoring services and coordinate ex-offender groups, and treatment providers will offer relapse prevention services. Additionally, local partners will continue their participation in forums and training sessions designed to identify available resources to build and strengthen local capacity for maintaining and expanding programming for ex-offenders. The core state agency partners must play a significant role in this phase to achieve long-term stability for the system, and ultimately, the offender.

Total grant award: $1.3 million to be spent over three years.

Job Preparation For Offenders Grant Project:
Job-Start II

The goal of the Job Preparation for Offenders grant-funded initiative (also referred to as Job-Start II) from the Governor's Crime Commission is to establish a comprehensive job-readiness planning and preparation process throughout the Department of Correction. Such a process should result in work-qualified offenders securing suitable jobs in the community and in retaining employment. The rationale for the project is the well-documented research finding that the ex-offender who is gainfully employed is three times more likely to remain out of prison than is the one who does not retain a job. A project team in the Office of Research and Planning, consisting of a project manager and two community development specialists, will administer the initiative.

Phase I of the project focuses upon enhancing the job skills of offenders. Operating at designated pilot sites, this project is designed to establish a heightened level of work performance standards that will enable clients to compete in the state's labor market. This training will be especially applicable to those occupations in which criminal records will not severely restrict opportunities to obtain employment. Inmates successfully meeting the specified criteria for being certified as "job-ready" will have their work credentials entered on an electronic job-posting system that may be accessed by prospective employers searching for well qualified job applicants. Through their case managers and with assistance from project staff, qualifying offenders will also be made aware of employment opportunities that match their job skills and for which they may apply and be interviewed prior to, or immediately upon, release.

Phase II begins at the time of release with either the start of employment or the continuation of the job search and transition plan as developed in Phase I. Offenders under the supervision of the Division of Community Corrections will be supported by their supervising officer in carrying out their plans. Unsupervised participants will be assisted by mentors as provided by the Transition Aftercare Network (TAN) or other faith-based organizations. Assistance will entail arranging for suitable housing, transportation, continued substance abuse treatment, and any other basic reentry needs that might be necessary. The state's network of Job Link Centers, Employment Security Commission offices, community colleges, and other partner-agencies will be accessed for services as needed to complete the offender's employment plan and to further develop a favorable labor market for well qualified ex-offenders.

Phase III, the final step in the process, consists of project staff following up with both the employed ex-offender and the employer to ensure the employee's continued success on the job, to obtain feedback from the employer on ways the process could be improved, and to document outcomes that indicate achievement of the project's goal.

1) <u>To be designated a pilot site</u> for **JobStart II**, the following programs or services must be available to eligible offenders at the correctional facility:
- *Administrative commitment and support;*
- *A comprehensive SOP on Transition Services;*
- *GED instruction, day and/or evening;*
- *A minimum of five vocational, trade or technical programs & occupational certification;*
- *Cognitive Behavioral Training;*
- *Character Education or Ethical Fitness;*
- *HRD instruction (minimum of 36/48 hrs.) covering resume & job application preparation, interviewing, aptitude assessment, career planning, interviewing, job search, and retention;*
- *NA/AA programming or substance abuse treatment; and*
- *Work assignments having job descriptions, training and documented supervision;*

2) <u>To be eligible</u> for **JobStart II** registration, an inmate must meet these requirements:
- *Be within 12-18 months of release;*
- *High school graduation or GED completion;*
- *Completion of a post-secondary vocational certificate, diploma or degree program and/or proof of commensurate work experience and/or competence in a specific trade or occupation;*
- *Cognitive Behavioral Training completion;*
- *Ongoing participation in NA/AA and/or substance abuse treatment, if applicable;*
- *HRD course completion (36/48 hrs., min.) – specific to offender-transition needs;*
- *Have a social security card; driver license, photo or state ID;*
- *A positive record of behavior and work performance in DOC;*
- *Administration's and case manager's recommendation for registration; and*
- *Computer instruction and two or more of the following: Anger Management, Parenting, Character Education or Ethical Fitness, Life Skills, Napoleon Hill, or other personal-development/transition-planning certified training.*

3) <u>Benefits</u> of **JobStart II** designation:
a) **To designated pilot site**: project-support resources and technical assistance, an ESC Job Bank workstation, on-site job fairs, staff training and certification, increased support from the local community college, and recognition as an official project site;

b) **To qualifying inmates**: entered in the project's database for referral to prospective employers and to post-release support-providers in the offender's community of release;

c) **To employers**: access to a qualified labor pool and applicant information not currently available and the opportunity to evaluate and interview applicants prior to release.

Appendices
(Agency Brainstorming Exercise)

Representatives of various Department of Correction agencies and affiliates conducted a brainstorming session in December 2002 to discuss the Transition/Reentry project. The focus of this meeting was to conduct a "force field analysis" of factors necessary for the establishment of a "seamless" approach to offender transition and reentry. The agency representatives were asked to consider and discuss the following situations as they might relate to their respective organizations:

Step 1: Think about the situation we want to change (how our division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.

Step 2: Imagine what the situation will be like in five years if nothing is done (i.e., worst-case scenario).

Step 3: Think about what the situation would be like if something were done- what would the desired state look like?

Step 4: Identify forces supporting change and forces restraining change.

The composite results of these discussions are presented for each represented agency.

DIVISION OF COMMUNITY CORRECTIONS (DCC)
DIVISIONAL BRAINSTORMING EXERCISE

Step 1: Think about the situation we want to change (how our division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
-Staff overwhelmed with probation cases, not used to PRS/Parole cases, lack knowledge about how to handle them, officer has less control over parole violators
-Problem with adequate time to do pre-release investigations, have to work within DOP roles and authority, need time to do good plans
-Even with good release plans, changes occur in situation and plan is no longer viable
-Problem of getting a resident plan at release, may have no place to go
-No statewide repository for housing to use as a resource
-Lack of equal housing resources for female offenders, especially if have children
-Need DOP staff (e.g., social workers) to be part of local team
-Economy bad, worse in some counties, no employment
-Educating the public about helping offenders
-Communication not good between divisions
-Lack of communication with community resources that have knowledge to help, need to share offender information with each other

Step 2: Imagine what the situation will be like in five years if nothing is done (i.e., worst-case scenario).
-More homelessness
-Higher recidivism rate
-Public safety at risk
-Health issues, e.g. drugs, AID
-Increase in prison admissions
-Increase in costs for sanctions, affects other state agency services
-Fewer employment opportunities for offenders

Step 3: Think about what the situation would be like if something were done-what would the desired state look like?
-Healthier economy
-Greater coordination among state agencies, better use of funds
-Lower probation revocation rates, lower recidivism, lower case loads
-Transfer of knowledge on how to work effectively
-Greater respect for officers- reduces officer stress, increase morale
-Less homelessness
-Change offender behavior
-See positive change in public perception of work we do
-Get more resources to do job
-Break the family criminal cycle
-Change the profile of target groups (age, race, drugs)
-Consistency in how officers make referrals for employment, an SOP

Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Enhance transition and supervision services.

Restraining Forces	Supporting Forces
Resistance from key players (e.g. labor, education, CJS, local network)	Local, strong relationships with other agencies
Lack of money for services as an incentive to be part of team	CJPP Boards can be an organizing force
Bad economy, deal with reality	Resources can be identified outside of normal agencies, reach out to different groups
Poor communication between DOP and DCC, and between DOC and community agencies	Technology – information in OPUS on offenders
Lack of housing, zoning issues	Support from leadership
Overwhelmed with probation; lack experience with post-release/parole; lack control over parole violators	Community service work experience

Lack of adequate time prior to release for investigations/good planning	Incentive for employers, credits administered by ESC, Workforce Investment Act provides on the job training, Job Link Centers
Lack of information among agencies about what each does and lack of information sharing on offenders	CJPP can be a good referral resource
Restrictive CJPP guidelines for target population	
Lack of understanding that DCC can have input on release plans (OPUS I55)	
Offenders not wanting to change	
Opening narrow mindsets to help offenders	

DIVISION OF ALCOHOL AND CHEMICAL DEPENDENCY PROGRAMS (DACDP) DIVISIONAL BRAINSTORMING EXERCISE

Step 1: Think about the situation we want to change (how our division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.

- DART (clean and sober) community transition (winner's circle)
- SARGE (Aftercare coordinators are those who implement plans).
- WEST (SARGE) at the Caldwell minimum custody unit. Use a holistic approach with services from within and from without. TAN (pre-release), VR, halfway house (dual-diagnosis), work with family, relapse prevention, CBI, Winners circle. Coming in from community (program/services)
- Work closely with the mental health, programs, and services needed, keep in touch with what they need.
- DART residential, aftercare, winner's circle. Not working with DCC as much now- but need to work more with them, TASC
- Pre-release intervention (winner's circle)
- SARGE- specialized aftercare counselors who work on last treatment phase, which is transition into community and connecting with community services.
- At Sandhills, Ms. Gillis brings in service providers: Halfway house, transitional, non-profits, TAN and the local network of faith based communities. Prior to release, there is a connection made from the inside to the outside.
- NA/AA, TAN, TASC at least 90 days prior to release
- There is an Access-based tracking system managed by the Aftercare Counselor to coordinate transportation, employment, Mental Health, CJ status.
- LATCH works with program staff at Sandhills. There are monthly meetings with those offenders who need additional attention. Staff work on discharge planning, getting information about needs into a checklist.

- Winner's circle targets those inmates within 6-9 months of release. Program concentrates on family, education, VR, relapse prevention, transition needs, and contacts with local AA/NA groups. There is more success in larger areas such as Wilmington, Wake County. Greenville/Pitt
- The minimum custody program at Duplin, an expanded DART program, is back-end loaded. The overall length is 6 – 11 months: 4 months of full time treatment, followed by 5 months of transitioning, case management assessment (with program staff working on identifying non-Substance Abuse issues). James Sprunt Community College offers number of quality programs. There is need to work more actively with DCC.
- There is an Access database for tracking these programs: Duplin, SARGE Sandhills, LATCH (NCCIW), and Fountain TC programs.
- The TC at FCCW transitions offenders into a similar work release component. As offenders go through treatment, about 5 candidates who complete Phase 3 can go on work release (in the afternoons from 1 – 11 pm). These offenders are in treatment during the morning for about 3 hours.
- There are dedicated Aftercare staff for the RSAT programs that have specific tasks for transaction planning. There is a lack of supervision once offenders make the transition out into the community.
- There is a focus on specific areas of release and an identification of community resources, especially for those areas where many offenders are released without supervision. The following are examples: Mecklenburg, Guilford, and Wake counties.
- Design 500-bed private treatment facility with an intensive component for community transition. This would include an active preparation for and participation in work release.
- Job maintenance
- Current prison locations present a transition difficulty because most offenders don't stay in those areas once they are released.
- VR, community college, education, WR, halfway house CA Dillon court counselors (JJ) develop a plan when an offender is originally sentenced
- Court counselor would work offenders by taking them into community
- Extensive follow-up component
- At Mary Frances, there is VR, community college, education, and work release.
- At the Evergreen unit, Robeson Tech provides computer skills training and halfway house placement, construction skills, and HRD.

Step 2: Imagine the situation in five years if nothing is done (i.e., worst-case scenario).
- Offenders who don't get any of these services will return to what they know, opportunity for illegal activities. Recidivism would increase resulting in building more prisons and the warehousing of offenders. There would be an increased social cost. In addition, there would be the cost of what services offenders don't receive. There would be an increase in medical and mental health problems

- This is especially true of youth who want is a job when they get out and family (whether this is a girlfriend or a spouse). If they leave with no job and there's no self-esteem within the family, the criminal element comes back.
- $10.00 an hour - who can get a job at this level so they can support themselves?
- Teaching folks while in prison - but a criminal can make $10.00 an hour not doing something legal.
- Stable living environment is a problem with out good paying jobs.
- Vocational Rehabilitation - doesn't want to work with offenders until they are back into community. That is too late- VR evaluations are needed prior to release to qualify an offender for services. There is trouble getting VR counselors -local number, number of qualified within catchment area - it affects their resources and their data collection efforts.
- Some places VR-DACDP collaboration works well and not well in other places. There can be a budget issue if VR sees offenders from their counties. VR often wants only successful clients.
- It would work if they would make some assessments and referrals based on recommendations from SARGE staff and home referrals if authorization in place.

Step 3: Think about what the situation would be like if something was done - what would the desired state look like?
- In many 1970's programs, offenders learned "hard skills" and participated in treatment activities (the Job Corps model).
- Assistance is needed from other state agencies: (transportation), plumbing, HVAC, and training opportunities through community college.
- Bring services and needs together
- Public service transportation for some populations

Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Provide substance abuse treatment and case planning.

Restraining Forces	Supporting Forces
Other DOP factors that impact the treatment experience	Need resources that are available to serve the community
Accurate identification of motivated clients	Custody and programs staff who will work with us to get inmates to treatment services. Requires some understanding of and support for treatment
The community. DACDP needs to sell itself and its services. AOD abuse is everyone's problem. Employment opportunities	Locally there are advances in terms of better collaboration with DOP and DCC. We need to view ourselves and act deliberately to be part of the whole agency, including the community.
Lack collaboration within the agency (DCC, DOP, TAN, etc.). Cultivate internal and external stakeholders to enhance what DACDP does	Specific efforts from DOP that provide positive support for treatment programs in facilities. In return, inmates in treatment are easier to manage. Then DACDP can provide treatment services

The duplication of effort between DACDP and DOP program staff. DACDP staff are asked to do things beyond their expertise	DCC, DOP, mental health services, and TASC are helpful to what we do
Aftercare is not consistent in terms of what it means and at what point the programs/services target the needs of offenders	Administrative support from the top down (Governor, Secretary) is important.
Inmate movement, etc., and other non-treatment issues. There is a lack of coordination and collaboration within facilities and to external resources	System design Client and articulation
Difficulty keeping offenders in treatment so they can get what they need	Best Practices and Evidence based treatment
No TASC manager in western NC to handle assessment and referral	MIS programs that allow for tracking information and sharing it
Services are not available in specific areas (transportation is a problem)	Treatment sanctions and drug testing (enforcement)
Case planning is not a standardized process. Not all the necessary staff is involved. The timing of delivery of certain services is not standardized.	Case management standards
The lack of standardization prevents the measurement of intervention effectiveness	Service provision needs to be seamless and wrap around
Failure to market DACDP's services to community partner agencies	
Failure to enlist help of families to help motivate the offender	
Early release from treatment	
Evaluation design as part of the process	

	Exercise 5 - DACDP			
Col	Restraining Forces		Score/ Ranking	
A	Other DOP factors that impact the treatment experience		1	
B	Accurate identification of clients		3	
C	The community. DACDP needs to sell itself and its services. AOD abuse is everyone's problem. Employment opportunities		5	
D	Lack of collaboration within the agency (between DCC, DOP, TAN, etc.). Need teamwork from internal and external stakeholders to enhance what DACDP does		4	
E	The duplication of effort between DACDP and DOP program staff. DACDP staff are asked to do things beyond their expertise		10	
F	Aftercare is not consistent in terms of what it means and at what point the programs/services target the needs of offenders		6	
G	Inmate movement and other non-treatment issues. A lack of coordination and collaboration within facilities and to external resources		8	

H	Difficulty keeping offenders in treatment long enough		**13**	
I	Insufficient TASC resources in western NC to handle assessment and referral		**15**	
J	Services are not available in specific areas (transportation is a problem)		**12**	
K	Case planning is not a standardized process. Not all the necessary staff is involved.		**2**	
L	The lack of standardization prevents the measurement of intervention effectiveness		**7**	
M	Failure to market DACDP's services to community partner agencies		**11**	
N	Failure to enlist help of families to help motivate the offender		**9**	
O	Early release from treatment		**14**	

DIVISION OF PRISONS (DOP)
DIVISIONAL BRAINSTORMING EXERCISE

Step 1: Think about the situation we want to change (how our division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
- Fragmented and inadequate, education and training not used prior to release (use job skills while incarcerated)
- Getting more inmates into work release and minimum custody
- Attempt to move inmates to participate activities and reunifying with families
- Work release generates money for inmates and the state so they can pay obligations
- Closing facilities that we use as transition sites
- Work crews decreasing, larger rural minimum facilities - not possible for work release
- Inmate construction, character education class and CBI have been popular programs
- Also religious programs are popular but lack of chaplaincy positions, shortage in staff to operate programs

Additional Comments (from Retreat)
- Job fairs in prison with inmates who complete HRD, and they meet with potential employers
- Establish relationships with employers in local communities
- Apprenticeship opportunities in specific skill areas (e.g., part-time work, part-time class scheduling)
- Sessions with mental health professionals
- Home Leave Program where family counseling is a requirement to be in the program
- Crime-related problems not necessarily addressed in programming – should expand CBI to include family members
- Case management services are driven by needs of prison system rather than needs of offender; need to match inmate to jobs, services, skills, etc – inmates don't get a

chance to follow case plan and are limited to what is leftover in terms of jobs and programming once facility needs are addressed
- Initial contact with outside world through volunteers, sponsorships, and community resource councils

Step 2: Imagine what the situation will be like in five years if nothing is done-the worst-case scenario.
- More budget cuts in rehabilitation staff
- Inmate idleness leads to prisons becoming more dangerous
- Fewer DART programs and lack of other programming requires an increase in inmate management
- Population increasing, need to double cell which is very dangerous
- Escapes increasing and criminal conduct increasing

Step 3: Think about what the situation would be like if something were done-what would the desired state look like?
- Make some of the jobs that they currently do more professional in nature
- Skills used in VR while transitioning into community
- More work release in medium custody (i.e., PIE)
- Less recidivism, more critical thinking about what we do
- Re-evaluate programs, are we doing what we need to do
- What really works - use what works and tie into these efforts
- Coordinate and maximize resources we have at current facilities - less fragmentation

Additional Comments (from Retreat)
- Tours in prison for employers to see prison facilities, industry operations, and work environment
- Increase family involvement by helping to prepare them do things differently to help inmate's transition
- In other countries, local government commitment to help inmate with transition issues upon release.
- Educate inmates about available resources
- Create institutional agreements where inmates agree to participate in classes and go to treatment and then become eligible for other services, incentives, and programs
- Need to address the fact that some inmates will never promote in custody level, how do we prepare them for release; may need to develop three different transition plans based on custody level
- Should survey returning inmates to find out what happened, what went wrong
- Waive minimum custody promotion to provide work release in medium custody
- Develop mission-driven facilities similar to the Advancement Center concept used in Florida; these facilities could be supported using Inmate Welfare funds
- Organize public forums with employers to identify who would be interested in participating in a program for offender employment opportunities
- Use job market analysis to identify training skills and needs

- Advocate for criminal record to be expunged based on completion of work, programs, and services
- Keep inmates clean and sober for successful transition
- Review what works and doesn't work in the system; clearly identify our most effective resources
- As part of MAPP, inmate involved in establishing the agreement and release conditions versus regular parole where inmate has no input into release conditions or process
- Implement inmate incentive program to encourage participation and promotions

STEP 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Alter culture and perception of the division's mission.

Restraining Forces	Supporting Forces
Implementation of acuity levels	Superintendents and prison staff know this is good business
Budget staffing levels	
Large caseloads for case managers	
Reduced substance abuse treatment	Support of secretary and leadership
Reduction in chaplaincy	Good relationship with community college and other partner agencies
Reduction in program offerings	
Resistance to change: how will this help us? More demands for staff regarding inmate management	Do offer a lot of beneficial programs, could narrow our focus and do better job of measuring our accomplishments
Timeliness: low morale among employees; lack of motivation	
Training focus on better coordination within DOC; rehabilitation/transition	Community-based agency (TAN) as a faith initiative
Lack of focus on what our mission is - decision making	Individual leadership within the division such as individual superintendents are working on these issues and initiating their own programs to address it
Day to day operations present competing priorities	
Trends within corrections that keep changing: in the 1980's it was pre-release centers, in 1990's it is working	
Clearly identifying the agency goal	
External factors that impact us	
Mission should be to focus upon preparing inmates for release	
Political pressure on community work services	

OTHER BRAINSTORMING IDEAS
(List based on feedback from regional Supt. presentations on transition/reentry issues)
- Mountain View – considering an expansion of the HRD program is in progress
- DOP- Programs position unfrozen to support Going Home Initiative. Pilot units, designated units.
- DOP MH staff to conduct more psycho - educational programs coping, anger management
- What will the criteria be for selecting pilot sites? Suggested facilities: Western Youth, Black Mountain, and other adult facilities?
- Do work release inmates generally stick with the work release placement after they leave prison? Generally do not, but why?
- CE - Moving inmates with certain skills to be able to use those skills in CE plants, inmate construction and work release
- DOP- Inmate movement related to programming needs skills and abilities. Establishing core programming as well as specializing programming (JobStart II criteria?)
- Identifying spokes person for trade associations, presentation information about employing offenders and cultivating employers and discussing tangible benefits of employing inmates such as tax credits and federal bonding program; consider using contractual funds to support this specific type of speakers bureau
- DOP - Replicate Immersion model of CBI implemented at Craven diagnostic centers
- DOP - Identify transitional needs of offenders during diagnostic processing

Exercise 2: DOP			
Col	**Restraining Forces**	Own Score	Total Score
A	Implementation of acuity levels		160
B	Budget staffing levels		197
C	Large caseloads for case managers		115
D	Reduction in substance abuse treatment		144
E	Reduction in chaplaincy		140
F	Reduction in program offerings		135
G	Resistance to change: how will this help us? More demands for staff regarding inmate management		100
H	Timeliness: overall state of affairs -low morale among employees; lack of motivation		85

I	Training emphasis (focus) on better coordination within DOC; rehabilitation and transition			71
J	Lack of focus on what our mission is - decision making			75
K	Day to day operations present competing priorities			83
L	Trends within corrections that keep changing: in the 1980's it was pre-release centers, in 1990's it is working			135
M	Direction moving in one direction (clearly identifying the goal for the agency)			83
N	External factors that impact us			161
O	Mission of this division should be to focus as a priority needs to be preparing people for release			35
P	Community work crews are politically connected which causes pressure on the system to provide certain services in the communities – but these services may not in the end help inmates get jobs upon release			132
Q	Lack of inmate, family, or significant others involved in the release process			134

DOP-EDUCATION SERVICES
DIVISIONAL BRAINSTORMING EXERCISE

Step 1: Think about the situation we want to change (how your division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
- Multiple programs are available but need to be prioritized according to effectiveness and relevance to transition
- Transition programs need to be more inclusive (i.e., available to a larger population)
- Determination of accessibility to transition resources by inmates

Step 2: Imagine what the situation will be like in five years if nothing is done (i.e., worst-case scenario).
- Recidivism will increase (or least not decrease).

- Inmates will fall further behind in societal changes, handicapping them from functioning in the modern world.
- DOP will lose focus for that period of time, lost five years of opportunity and momentum, purpose and vision

Step 3: Think about what the situation wold be like if something were done- what would the desired state look like?
- Increase in public safety and savings to the taxpayer
- More families intact
- More employable ex-offenders
- More efficient use of staff, more continuity, efficiency of effort

Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Develop transition class as part of school curriculum at DOP staffed schools.

Restraining Forces	Supporting Forces
Scheduling	Awareness of need
Personnel	Curriculums are available
Space	Resources are available
Leadership and central office staff shortages	Current - Sept. 2002 - Transition guide developed by ESP teacher
Competing mandates	DOP administrative support
Training of faculty	Expected inmate interest
Resistance to change	Community Resource Council

**DOP-MENTAL HEALTH SERVICES
DIVISIONAL BRAINSTOMING EXERCISE**

Step 1: Think about the situation we want to change (how your division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
- Preparation for release
- Inspirational group meetings, bring community resources into facility, and warn community resources that offenders have been referred.
- Aftercare planning, six months prior to release, 90 days out (formal process) and plan complete by 30 days; in medical jacket by 30 days
- Don't get included in VR, JobStart, Academic education programs- who are stable and tracked into these programs (Now not included)
- Specific criteria used to determine medical and DD population
- Allowing more time for the process of reentry and transition (aftercare)
- Pender - example of MH population being trained to get job skills and training

- Orange - specific horticultural therapy, not so much a job training
- Need to separate high risk from regular offender population
- Risk assessment - Violent recidivism risk assessment (administration report): 1) Sex offender (RASR) pass RASR then go to MMPI assessment (2 or less) go to HARE Pscychopathy checklist (OPUS Data) not confidential
- Classification scores are really helpful in determining who's a good risk or not.
- Staff resources of shortages
- Dual diagnosis reentry grant project MH/SA and aftercare planning

Step 2: Imagine what the situation will be like in five years if nothing is done (i.e., worst-case scenario).
- 60% recidivism or higher - youth and aging population only goes up
- Life course persistent anti-social behavior
- Adolescent acting out (grow out of this) but there's a group that once these issues start, no programming will help them because they were never socialized as kids and were trouble in grade school
- Most males - complete socialization (ethics, behavior) by 8 or 9 then testosterone leads them to continue grow astray
- Bottom third - getting into community based activities

Step 3: Think about what the situation would be like if something were done- what the desired state look like?
- Recidivism difference between regular population and MH population is less
- Training folks for work, getting a job, viable employment, sustaining themselves and their families, living arrangement
- Mental Illness - Good news: it's treatable
- MI population that goes to prison is the worst of worst, terrible criminal backgrounds and chronic criminal issues; presenting multiple challenges, that's the problem
- Overlay with Ken Marsh's jail diversion grant - shares information with community based agencies, placements, incarceration options to divert folks
- Disbanded mental health centers; reform coordination of justice clients who need service; complete managed care process; set cost for each type of diagnosis
- MESA -60 units separate from regular population phased 6 months (need 12-24 months before release); never return to regular population (separate housing and programming); released directly to community - eligible inmates identified using AXIS I (SMI) with substance abuse issues but not personality disorders (AXIS II)
- Each new federal grant should complete the unfinished business of previous grant that didn't get implemented completely
- Needs to be a Master (Coordinator) person who know what's going; keeps everyone on task using an internal strategic plan

Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Include mental health patients in transition/reentry.

Restraining Forces	Supporting Forces
Staff resources and shortages	People enjoy being included in something that makes a difference; they will do it, if they believe it will work
Mentally ill lack initiative, no one motivates them to achieve, lack of persistence	
Organizational disconnect regarding mentally ill	MH staff already have investment in doing aftercare/reentry planning
Advocacy/assessment piece together in getting them into mainstream programming for offenders (educational) and vocational assessment	Feedback from the community about what is happening with the offender
Medications may prohibit certain activities such as maintaining certain types of jobs	Individual personalities of folks (role modeling how it could be done)
Real assessments at diagnostic (more through, accurate)	Support of section (leadership, Division Director and Secretary)
Recognizing roles and responsibilities as broader than what staff currently see	We have the information and research to show this can be effective
Separate out those who's aftercare/transition is in place and concentrate more on those who need more attention and coordination	Need to work smarter because of limited resources (TRIAGE mode)
LOE (level of eligibility) needs of service (intensity) case management, programming, employment opportunities	
No recognition within system as to what we do (lack of role definition of and for MH staff)	
See lack of specific feedback on what happening; success stories to be seen by staff and offenders	

CORRECTION ENTERPRISES
DIVISIONAL BRAINSTORMING EXERCISE

Step 1: Think about the situation we want to change (how your division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
- Industry at facilities include textiles, furniture, and upholstery
- Community college programs available in these areas –instruction completed outside of industry area. Once training complete, inmates start production
- Furniture, upholstery and re-upholstery training and production occur simultaneously
- Food production is on-the-job training (OTJ)
- No standardized training - no documentation of skills or certification other than DOL Apprenticeship Program
- Inmates' job descriptions now exist and new standard operation procedures are available for every facility with industry - differences based on the facility
- PIE Project - Pamlico - sewing operation (Bob Barker)
- Manufacture of ladies' panty hose (Mountain View)- no standard training, repetitive machine operations (OTJ)
- New PIE Project (December) at Caledonia - hope to have standardized training and work with Community College. Re-manufacturing automatic transmissions possible.
- Job performance rating available in OPUS (Jobs/programs) - industries keep track of time, could enter job performance ratings - incentive wage
- Generic job descriptions were written - transferable to the real world
- Diagnostic process always describes folks as laborers – need to get more information to capture the work history

Step 2: Imagine the situation in five years if nothing is done (i.e., worst-case scenario).
- Recidivism will increase. Therefore, the department needs to pursue it.
- Hindrance by apprenticeship, more staff time to support training and documentation of inmate performance, however it can be a blow to production- bottom line.
- Buying materials is expensive and classroom training limits production time.
- Turnover ratio of CE inmate staff can be a problem: 1) train the inmates and then they get out but that turnover means you have to keep training folks; 2) moving more to medium and close custody; 3) inmates have to overcome a lot of bad habits to be successful in the real world but being employed by CE can them develop that work ethic; 4) the continuity of workforce is a balancing act; 5) inmates are a resource and can make a positive contribution during their term of incarceration; and 6) mentoring older inmates with younger ones moving through system.

Step 3: Think about what the situation would be like if something were done-what would the desired state look like?
- Turnover ratio has improved as Structured Sentencing becomes predominant law
- Greater percentage with long sentences so inmates are working in industry longer

- Minimum custody manpower, in Wake County for example, is small pool
- Were we put industry to match labor pool is key; for CE medium custody best place
- Motivation to work because inmates developing employable skills
- All operations in minimum custody can acquire job skills but turnover is a problem
- For minimum custody, more collaboration with program staff to design training and orientation to relate to industry job performance; trained before production
- Medium security facilities have no production space; training could be done but they wouldn't be able to get into industry.
- Could set up programs if we could get the promise to train in one place, move inmates to another location to better use the skills in an industry. (e.g., Pasquotank wants industry but, logistically, to move product from there is difficult - but maybe this facility could be a training program for another facility with and industry)
- Cleveland Correctional - 1980's model of linking training to handle Cleveland Comprehensive Education Program to include training across disciplines

Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Manage healthy attrition with no adverse effects.

Restraining Forces	Supporting Forces
Type of work differentiated between jobs having specific skills and training	Production incentives based on quality and quantity (e.g., by the pound and no complaints) yields more incentives
Disbursement of inmate population by custody to reduce risk to public	Design industrial space into new facilities
Certain industries (i.e., farm, laundry) are used as a punishment	Leadership that supports the growth of Correction Enterprises
High skill technical industries need programs staff to commit to finding the best inmates	Public policy supporting inmates working and contributing in positive way
State P&C; concern about procurement process not friendly to the business model; Legislative barriers where markets and product are limited; if a product comes from a NC or HUB vendor, we cannot produce it because we cannot displace any NC workers	Preference that state agencies must buy from CE, if we produce it, they are required to buy from us – now this mandate is stated on the State P&C website
External political and economic (business competition) climate	
Buildings and space at facilities to house industries	
Budget cuts	

**ENGINEERING
DIVISIONAL BRAINSTORMING EXERCISE**

Step 1: Think about the situation we want to change (how your division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
- Inmate construction/apprenticeship (DOL)
- Requires 3-4 years to complete 400 hours of academic work, testing, and 6000 hours of field experience
- Inmates become journeymen; discussing a master craftsman level of certification
- 100 inmates in apprenticeship now compared to about 40 folks 2 years ago
- Difficult to track where offenders go after completing "Wheels of Learning" curriculum that teaches construction skills and different trades
- Need more construction program projects - fewer contract jobs for them but we are developing a labor pool; tangible benefits of inmate construction based on where the labor needs are
- Staff (Robert Boyette) - interviews and identifies eligible pool then qualifies them into the program.
-

Step 2: Imagine what the situation will be like in five years if nothing is done (i.e., worst-case scenario). Not completed

Step 3: Think about what the situation would be like if something were done- what would the desired state look like? Not completed

Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Formalize inmate construction/apprenticeship program.

Restraining Forces	Supporting Forces
Lack of resources to support classroom, materials, etc., to keep apprenticeship program	Commitment to the program
	Leadership and support from department administration
Staff time competing with normal work duties	Recognized national model for an Inmate Construction program,
Lack of viable pool eligible inmates or inmates moved due to programming needs changes; not enough inmates	frequently referred by NIC as a model/program to other states
	Well established program
Projects availability; not enough continuous work	Unlimited contractor's license similar to large to medium private contractor; given dollar amounts of projects (e.g., $20 million)
Budget cuts from legislature	

Tracking inmates information into the workforce - what is the pay off at the end (in the community)	DOL/apprenticeship and relationship; possible expansion into Master's level of certification
(Max out) capacity of the program-affected by diminishing pool of quality inmates program is staff intensive, ratio of supervisor to 8-10 inmates	
Program is staff intensive; ratio of 1 supervisor to 8-10 inmates	
Need latitude to act like a private, general contractor (e.g., buying materials for the job); revise purchasing rules and questions of a state entity and buy more effectively based on scheduled needs of job - state procurement process inhibits the possibility of delivering job on time	
Curriculum materials are needed	
Hands on experience 6000 hours – inmates need time to get these field hours completed to earn certification	

MANAGEMENT INFORMATION SYSTEMS (MIS)
DIVISIONAL BRAINSTORMING EXERCISE

Step 1: Think about the situation we want to change (how your division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
- MIS - Support agency so our goal should be to use technology to bring offenders and potential employers together
- Examples of information for presentation or an activity such as the work station at a unit, wire for ESC access
- Other things we can do is bring technology to bear on this problem

Step 2: Imagine what the situation will be like in five years if nothing is done (i.e., worst-case scenario). Not completed

Step 3: Think about what the situation would be like if something were done- what would the desired state look like?
- We should look at patterns like the video dating process to be used for inmates to make a tape for employers or bring the two together later in a job posting system
- Portfolio: organized process on job search with an official report/document that the agency says is the whole truth about offender

- OPUS - lots of data in the system not effective a job as we could tailor information for specific audience and create a composite
- Use Kinko's video conferencing technology and approach for remote interviews where the employer does not have to travel and inmate cannot travel at the time that the interview needs to be done
- Public access - (for potential employers another patter is law enforcement site): OPUS related to employment and we could register employers for secure access to the site to look at information about offenders
- CJPP IMS offers another pattern: Internet application to enter information through web (with security) to enter information about offenders – co-mingling data based on different sources
- A specific need related to the Going Home Grant: describe the query needed to identify eligible population based on existing reports or batch jobs automated for Combined Records and Parole Commission

Step 4: Identify forces supporting change and forces restraining change.

Goal or problem Statement: Use technology to connect offenders with potential employers and provide information on related skills and experience.

Restraining Forces	Supporting Forces
Portal concept - to maximize and expand workstation	Best group of developers (talented staff) good at problem solving
Offender portal resources	Worthy objective – little dissent about doing this
Offender use of computers both for job training and computer skills training	Good IT group at ESC – precedent for collaboration; may need a working group to discuss these ideas
Knowledge about data source so that self -reported could be different color (on screen) from verified data or when printed could be in italics	
Privacy issues - need to give up some information about you to meet your own objectives sign waiver for release of information	
Common record enhancements current data only/new data elements - for program entry	
Staffing, additional resources needed	
Need better security tools (access to data and confidential information)	
Establishing priorities of what is needed	

PUBLIC INFORMATION OFFICE (PIO)
DIVISIONAL BRAINSTORMING EXERCISE

(Steps 1-3 were deemed inapplicable to PIO operations)
Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Disseminate information regarding transition/reentry.

Restraining Forces	Supporting Forces
Email and newsletter do not reach all of DOC internal and no external	Communication vehicles in place such as email, newsletter, websites
Unfamiliar with operations of other sections	Talent in PIO staff
Size of department/number of employees	Could save taxpayer dollars
Poorly promoted programs	Success stories

	Exercise 2		
	Restraining Forces	Rank Score	Total Score
	E-mail/newsletter do not reach all of DOC internal; no external	4	
	Unfamiliar with mission/operations of other DOC sections	1	
	Size of department/number of employees		
	Poorly promoted programs	2	
	Getting sections to share news and success stories		

TRANSITION AFTERCARE NETWORK (TAN)
DIVISIONAL BRAINSTORMING EXERCISE

Step 1: Think about the situation we want to change (how your division prepares offenders for jobs and transitioning to the community) and describe in specific terms the attributes of the current state.
- Change community perception of offenders
- Enable employment ability of offenders, (help increase employability)
- Inadequate housing, mentoring, support system
- Case management's failure to provide information on community resources

Step 2: Imagine what the situation will be like in five years if nothing is done (i.e., worst-case scenario).
- Recidivism rate will increase
- TAN might cease to exist
- Crime increases
- More prisons will be needed

Step 3: Think about what the situation would be like if something were done-what would the desired state look like?
 Crime rate and recidivism would decline
- Public perception would improve
- Less prisons, less taxes
- TAN emerges as a statewide agency

Step 4: Identify forces supporting change and forces restraining change.

Goal or Problem Statement: Provide qualified offenders with trained TAN team.

Restraining Forces	Supporting Forces
Availability of volunteers	TAN organization structure
Financial limitations	Committed volunteers
Access to inmates (6 months ahead)	DOP/DOC support
Reduction of chaplain staff	Inmate support
Distance/travel limitations	State support for faith-based initiatives
Adequate mentoring training	Some chaplain support
Lack of awareness within community faith-based organizations	
No Hispanic volunteers	
More diversity among volunteers	
Lack of local leadership	
Lack of community support	
Lack of transitional, structured housing	
Declining job market	